DOCUMENT RESUME

ED 391 993 CG 026 792

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|---|---|
| TITLE | School Social Work 1995: A Journey with Children into the 21st Century: The Annual Conference of the Western Alliance of School Social Work Organizations (5th, Scottsdale, AZ, November 2-3, 1995). |
| INSTITUTION | Western Alliance of School Social Work Organizations, Tucson, AZ. |
| PUB DATE | Nov 95 |
| NOTE | 30p. |
| PUB TYPE | Collected Works - Conference Proceedings (021) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Caseworkers; Crisis Intervention; Elementary Secondary Education; Family (Sociological Unit); *Family School Relationship; Homeless People; Intervention; Juvenile Gangs; Latchkey Children; Pregnant Students; School Community Relationship; School Counseling; *School Social Workers; Social Work; Student Personnel Workers |
| IDENTIFIERS | Conflict Management |

ABSTRACT

The purpose of the Western Alliance of School Social Work Organizations is to promote the profession of school social work in the western region of the United States. This conference proceedings booklet provides a conference schedule, abstracts for 10 general and workshop sessions, and abstracts for 15 poster session papers. Proceedings reflect the emphasis on both skills and transitioning aspects of school social work. Titles of general and workshop sessions were: (1) "The Politics of School Social Work" (Jim Clark); (2) "Conflict Management and Transformation of the School System in Slovakia" (Vladimir Labath and Jan Gabura); (3) "School Social Work 'En Casa': Working with a Gang-Involved Family" (Cristina Duran and Bernice Medina-Gutierrez); (4) "Recycling Trust: Child Centered Therapeutic Public School Program" (Donna Locke and Patricia Ferguson); (5) "Putting It All Together: A Comprehensive Teen Pregnancy and Parenting Program" (Julie Lessard); (6) "Facilitating the Enrollment, Attendance and Success of Homeless Students: The Next Generation" (Ina Dorman); (7) "'Joining Forces': School/Community Collaboration" (Nick Caruso); (8) "Best Thinking on Interventions with School Kids: A Comprehensive Team Approach" (Cary Mead); (9) "Crisis Assistance Teams: Handling Trauma in the Schools" (Steven Button); and (10) "Latchkey Children: How Do We Support Them?" (Ann Weaver Nichols). (JBJ)

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# School Social Work 1995: A Journey with Children into the 21st Century

## The Annual Conference of the Western Alliance of School Social Work Organizations

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# *School Social Work 1995:*
# *A Journey with Children into the 21st Century*

**The Annual Conference of the**
**Western Alliance of School Social Work Organizations**

Hosted by
The School Social Work Association of Arizona

## *Franciscan Renewal Center, Scottsdale, Arizona*

## *November 2 - November 3, 1995*

### OFFICERS OF THE WESTERN ALLIANCE

**1994-1995**

President . . . . . Frederick Streeck
Secretary . . . . . Marion Huxtable
Treasurer . . . . . Steven J.Button


### ACKNOWLEDGMENTS

The School Social Work Association of Arizona thanks the following for their support of this conference:

The Arizona State Department of Education
The Colorado NASW School Social Work Committee
The New Mexico NASW School Social Work Committee
The Educational Enrichment Foundation
Sunburst Communications

# President's Greeting

**Welcome to Arizona!**

I am excited to welcome you to the annual conference of the Western Alliance of School Social Work Organizations. This will mark the fifth time that we have met together as School Social Work Organizations in the western states. As you will notice in this program, the format this year is different from the pattern in past years in that we are highlighting a poster session, in addition to general sessions and workshop sessions. The planning committee felt it would be of interest for participants to be able to browse a wider variety of topics at a poster session and, in this way, School Social Workers can spend as much or as little time as they wish with each presenter.

In addition to the skills portion of this conference, we will have sessions that will update you on the exciting and transitioning aspects of our profession. There are now two national organizations to represent the needs and concerns of School Social Workers. The School Social Work Association of America (SSWAA) has been developed over the last two years, and the National Association of Social Workers (NASW) has created a specialty section for School Social Work. There will be representatives from both of these organizations at this conference to update us on national level activities in the school social work profession.

We are particularly excited about the location of this year's conference in Scottsdale, Arizona. In keeping with our conference tradition of the past few years, a retreat center has been selected as opposed to a larger hotel setting. Conference registration will include meals, lodging, and program. We encourage you to stay overnight at the retreat center to give yourself an additional opportunity to meet and visit with School Social Work colleagues from other states here in the Western States.

The purpose of the Western Alliance of School Social Work Organizations is to promote the profession of School Social Work in our region of the country. We provide training and consultation to school social workers and member states within the Alliance and we are especially interested in helping states develop their own professional organizations for School Social Workers.

I want to encourage you to join us this Fall for an exciting and stimulating conference experience and to continue your association with our Western Alliance. This will be the conclusion of my term as the first President of the Western Alliance. I have enjoyed working with many colleagues from our member states and look forward to our continued association working together for the profession.

Sincerely,

Frederick Streeck

Frederick Streeck ACSW
President,
Western Alliance of School Social Work Organizations
November 2, 1995

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**The Politics of School Social Work**

Jim Clark, ACSW, LSW, SSWS
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School social workers live and work in political environments. As a result they need to become politically astute in their work to assist educators, students and families. The term "political" refers not only to the activities of organized parties/groups in government but also includes the processes of getting what you want in various systems. The dictionary definition of the term refers to cunning, wisdom and shrewdness.

This presentation will examine the internal and external politics of school social work exploring the various political systems which social workers must influence.

Understanding our own organizational structure (the internal politics) is critical to understanding how to engage politically with other systems. We must consider the organizational development and current structure of school social work.

A brief historical summary of how school social workers have organized themselves within the larger profession will be presented including information regarding the status of the School Social Work Section within NASW. The Section Program Plan and activities related to implementing the plan will be reviewed. A description of the development of the School Social Work Association of America will also be provided with a discussion of the collaborative functions and purpose of these national organizations. The importance of united, collaborative and non-duplicative structures for organizing the school social work profession will be emphasized.

The political interactions school social workers have with other systems (the external politics) will be discussed against the backdrop of the themes of educational reform. These systems include state departments of education, state licensing/certification boards, local school boards and communities, and state and federal governments. The themes driving reform, e.g. decentralization, site-based management, school-based and school-linked health and human services, need to be understood by school social workers because they are defining the manner in which these systems function and they are changing the political landscape upon which we must operate. Specific political strategies for effectively influencing these systems will be proposed with an emphasis on the importance of practitioners viewing themselves as politically capable and potent.

School social workers must view their practice as including political activities that advocate for systems change. These aspects of social work practice are not typically directly supported by employing agencies, so school social workers must rely on their own initiative and professional commitment to ensure that systems are influenced on behalf of the profession and the clients we serve.

**Conflict Management and Transformation of the School System in Slovakia.**

Vladimír Labáth, Ed.D.
*Partners for Democratic Change-Slovakia, Červeňova 4, 811 03 Bratislava, Slovakia*
*Tel 427 31 41 30*
Jan Gabura, Ph.D.
*Department of Social Work, Faculty of Education, Comenius University, Račianska 59, 83103 Bratislava, Slovakia Tel 427 362 000, Fax 427 254 956*

Slovakia, located in central Europe, is a country on the borderline of Western and Eastern European cultural influences. The school system and the traditional approach is built on performance and disciplinary leadership.

In general, social services in the period from 1948 - 1989 ceased to exist. Only after the revolution in 1989 have we seen a renaissance of social work. There are vocational advisors in the school system, who partially fill the role of school psychologists and social workers. In larger regions, there are Child Guidance Clinics, while some of the private schools have already introduced the position of social worker.

During the last eight to ten years, the social dimension of the educational process has attracted attention in pedagogical circles, necessitating special training for teachers. Training of teachers and school directors in communication, group dynamics, education about human rights and conflict management has shown the need to establish social services in schools. Slovak society is in the phase of important political, economical, social, and other changes, and this is leading to significant shifts of values. New phenomena appear such as hard drugs, unemployment, homelessness and organized crime. Uncertainty and tensions lead to increased aggressivity.

In response to these changes, the Department of Social Work of Comenius University, in co-operation with the Partners for Democratic Change - Slovakia and other experts, offers trainings for elementary and secondary school workers in personal conflict management and intervention of a third party. Current experience has shown the need of a wider span of change involving humanization of the school system, partnerships, stress on the pupil's potential, and development of an interactive approach.

Our teacher training for this purpose is based on a concept of negotiation and intervention of the third party according to Fisher, Ury, Patton and others. Transactional Analysis based on Berne and Harris is also being used. In some more demanding inter-group conflicts, situations are modelled with use of humanistic and psycho-dynamic approaches, especially for teachers, school workers and the employees of institutions which deal with youth with social deficits.

The training program is characterized by continual education of teachers and school workers. Training methods have an experiential character, the trainings are run in an intensive way, and are held away from the school environment. As a result of training activities we can mention establishment of the Teachers' Club on a grass roots principle. There are some efforts to create conditions for placement of social workers in schools. University preparation of social workers and teachers at the same School of Education helps to make this link.

**School Social Work "En Casa": Working with a Gang-Involved Family**

Cristina Durán MSW, LISW, and Bernice Medina-Gutiérrez, MSW, LISW. *Albuquerque Public Schools, Aztec Complex, 2611 Eubank NE, Albuquerque, New Mexico 87112 (505)-298-6752*

School social workers are increasingly asked to provide services to students who have been ranked into gangs. Services often involve accessing community resources, such as local gang intervention agencies, in an attempt to mobilize what little support may be available in seemingly hopeless situations. The conscientious school social worker appropriately meets the student and proceeds to negotiate the school environment. Once the social worker makes a home visit, the degree of gang involvement becomes apparent as the impact to the entire family unfolds. We find a family structure that has been deteriorating for some time, as well as a lack of stable adults. After we find out that several community agencies serving gang youth have provided an array of services to this family over an extended period of time, we do what any sensible school social worker might do: we close the case, there's nothing more that can be done. That is unless you have a supervisor who says "keep digging." The Sanchez family (fictitious name) is an example of such a case.

The case of the Sanchez family illustrates how the school can provide an entry into working with the student and his family at home (en casa), how focusing on the family can have a powerful impact on the school problem, how even social workers can underestimate the integrity of family relationships when gang involvement is present and how important it is to receive appropriate supervision.

The Sanchez family was referred at a middle school because of the recent death of the 6th grade student's father and because the student has become increasingly aggressive toward teachers and peers. The school is also concerned about this young man's gang involvement, since his 16 year-old brother is a well-known gang member. The school social worker intervenes at the school level, but soon the young man stops coming to school. The situation deteriorates when the 15 year-old sister gets suspended for ditching and is staying home during the day with the older brother, who has already dropped out of school. Now all three siblings are idle during the day, the two younger ones on the verge of getting ranked into their older brother's gang. Mom is becoming desperate. Having lost control over her children long ago, she becomes more fearful and intimidated as she sees her three children join forces against her. When questions are asked about other family members mom complains that no one wants to help. She's been abandoned. This is where supervision becomes critical. Knowing that mom is armed with knowing what to do if she needed to protect herself or others from a dangerous situation, the social worker moves toward closing the case in order to spend more energy on cases where the prognosis is better. But the intuition of an experienced supervisor says it's premature. As the weeks go by, and mom continues to meet with the school social worker over coffee, and the situation worsens, and the juvenile court truancy office gets more and more backed up, mom uncovers a gem. The unexpected gem that mom uncovered was that a couple of years ago an aunt and uncle offered to take the younger son. Even then the school social worker was skeptical. It could be a false lead, but after following up, the school social worker uncovers a very intact extended family structure with resources and genuine concern for their daughter/sister and her kids. The school social worker's assumption: that a very troubled family with gang-involved siblings probably meant a severely weakened extended family structure as well was a mistaken one.

The real work begins here as the school social worker schedules a series of family sessions, en casa, to help them develop a plan. Communication is maintained with the school, and the young man continues to remain officially enrolled, allowing the school social worker to provide services at home. The most important outcome of the family sessions is the revival and mobilization of the extended family structure, that in turn dramatically decreases the sense of mother's hopelessness and desperation injecting a sense of hope and family competence as alternatives and options are generated, with mom's integrity protected at the same time.

**Recycling Trust: Child Centered Therapeutic Public School Program**

Donna Locke, M.Ed and Patricia J.Ferguson, ACSW, CISW
*Paradise Valley Unified School District #69, 3540 East Cholla, Phoenix, Arizona 85028 602-493-6220 or 6135*

Roadrunner is a public school operated by the Paradise Valley Unified School District #69, in Phoenix, Arizona. Roadrunner is a self contained school providing educational and therapeutic services to students with an educational category of Emotional Disability Profound. The K-5 program services approximately 48 students ranging from 5-13 years of age. The students are referred by the home school psychologist in the Paradise Valley Unified School District. They vary in developmental levels and may function lower than their chronological age. Each student has the educational diagnosis of Emotionally Disabled Profound. The students have deficits in emotional and social development and academic delays may also be present.

The idea of a child centered therapeutic K-5th grade public school program for EDP students was generated while evaluating the needs of the students referred for special education placement. These students have varied psychiatric diagnoses as well as significant emotional and educational difficulties in the regular educational classroom setting. They have frequently failed socially and educationally in the regular classroom. In general, they do not feel safe, cared for and DO NOT TRUST people in positions of authority.

The K-5 Roadrunner Elementary Program provides highly structured, nurturing, individualized child centered academic and therapeutic services in a public school. The guidelines for this milieu of services are objective, ordered and consistent. The cornerstone of the Roadrunner Elementary Program is formulated on the humanistic psychological theory. Each student is a unique individual with both identified and unidentified needs. These are in the sphere of emotional, social and unmet academic needs. Utilizing a humanistic reality based approach we create behavior change rather than behavioral modifications. Behavioral changes occur as a result of forming significant trusting relationships with staff.

A child centered therapeutic educational milieu is defined as a provision of services to students identified with an educational diagnosis of EDP. The program is designed to provide each student with a level of success. The program evaluates the students' current level of need fulfillment utilizing Maslow's hierarchy of needs. Services are developed and provided to assist each individual student in overcoming his unique emotional and learning difficulties.

**Program Description**

A. Program Goals - student returns to regular classroom, enhance self esteem, develop a sense of self, along with communication, interpersonal relationship skills, trust and respect
B. Maslow's Hierarchy of Needs
C. No points, levels, or behavior modification system are used
D. Reinforcements are a privilege not earned - they consist of scheduled or intermittent reinforcers, use of verbal praise and tangible items
E. Two basic program rules
F. Structure - style, content, programming, routine, expectations, academic and therapeutic services
G. Team Approach
H. Description of staffing
I. Home notes
J. Clinical services - crisis intervention, case management, group therapy, community meeting, parent support group, individual and family therapy
K. Weekly staff meetings

**Putting It All Together: A Comprehensive Teen Pregnancy and Parenting Program**

Julie C. Lessard, MSW, CISW
*Tempe Union High School District Adolescent Pregnancy and Parenting Program, 500 West Guadalupe Road, Tempe, Arizona 85283 602-839-4222 x297*

The Adolescent Pregnancy and Parenting Program (APPP) is a comprehensive, school-based, community linked, multi-agency program designed to achieve the following objectives for pregnant and parenting teens:

1. Retaining pregnant and parenting teen-agers in school
2. Improving birth outcomes by increasing access to and utilization of prenatal care services
3. Increasing the competence and skills of young parents to care for their infants
4. Decreasing the incidence of teen-age pregnancy and repeat pregnancies
5. Improving opportunities for parenting teen-agers to be financially self-sufficient.

The key components of the program are intensive, continuous, individual case management, the educational component and the provision and monitoring of multiple health related services. These components are coordinated through a school based case management model that utilizes district and multi-agency educational and social services.

The Teen-age Pregnancy Program (TAPP) has been a District funded alternative school providing services for pregnant girls for two decades. Over the years, services have been added to enhance the educational opportunities for pregnant as well as parenting students.

Originating from a 1987 Tempe Youth Town Hall recommendation addressing the reduction of teen parent drop out rates, the mayor prioritized the need for quality, affordable child care for teen parents. He called upon the Tempe Community Council, the religious community and the School District to find a solution. Through collaborative efforts, Open Horizons Child Care Center opened its doors in 1989, and today serves 36 infants and toddlers and is a model program specializing in the needs of parenting teens.

In 1992, the District received a four year grant from the Flinn Foundation, Arizona's largest private foundation. This grant allowed for the addition of health care and case management services. The Adolescent Pregnancy and Parenting Program (APPP) became the umbrella program for TAPP and the existing services.

During the 1994-95 school year the program served 180 students including teen fathers. Student drop out rate for this year was 17% as compared to 50% nationally. Through a strong and healthy team effort, each student is carefully monitored throughout the year. Individual case management provides continuous, intensive follow up including drop out retrieval. The nurse provides individual prenatal counseling with follow up post partum home visits and monitors the health care, growth and development of the children attending Open Horizons child care center. The campus support groups facilitated by the counselor provide weekly contact with students. Every student is reviewed weekly in a team staff meeting. For those students needing family intervention, our social worker is available for home visits and counseling resources.

TUHSD is a large, urban district in a diverse, conservative community. The district's teen parenting program has met with challenges in a sometimes unfriendly climate. Yet it has survived and grown and has created successfully a balance of serving teens, meeting the needs of the school district and at the same time addressing community expectations.

This workshop will demonstrate how a large multi-campus high school district can overcome the challenges of integrating the needs of student, district and community and how this partnership can work. The participants will receive an historical overview, engage in a panel discussion regarding community partnership and comprehensive management of a large school-based teen parenting program and become familiar with activities that enrich a program.

**Facilitating the Enrollment, Attendance and Success of Homeless Students: The Next Generation**

Ina Dorman LSW, MSW, Homeless Education Specialist
*Clark County School District, 601 North 9th Street, Las Vegas, Nevada 89101 702-799-8547*
*Fax 702-799-8454*

This presentation will focus on strategies for school social workers, school personnel and other service providers which will help to identify and overcome barriers that prevent homeless students from attending school. The session will also look at how the utilization of community and school partnership programs can greatly improve academic, social and enrichment programs specifically designed for homeless students.

When Congress passed the Stewart B. McKinney Assistance Act in 1987, the intent was to ensure that all homeless students would have an opportunity to attend school. The Act was needed because there was obvious resistance from school districts to protect the rights of homeless students to a free and appropriate education. The Act required every State Education Agency to remove any existing barriers which prevented homeless children and youth between the ages of seven and seventeen from enrolling and attending school. No specific guidelines were included in the required action. School districts were allowed to implement programs which they thought were applicable for the removal of barriers unique to their areas. As a result, many models have been developed to meet those needs.

It was discovered that just removing the enrollment barriers did not resolve the myriad of other problems associated with attending school and being homeless. School personnel will be encountering more and more homeless students in the future who will be in need of direct services which are not currently in place within many schools. The role of the school social worker is being challenged to develop and implement programs to meet the needs of these students.

An important part of the session will involve discussion of current problems and suggestions on how they might be resolved. The presentation will include a video and materials to supplement the discussion and participation of the group.

**"Joining Forces": School/Community Collaboration**

Nick Caruso, MSW, ACSW, CISW, QCSW, Youth Services Coordinator.
*City of Phoenix Human Services Department. CARE Center 4612 North 28th Street. Phoenix. Arizona 85016 602-440-6153*

This presentation speaks of the successful development, implementation, and rationale for school based family resource programs known as CARE Centers within the City of Phoenix. Operating out of the reality that we cannot educate a child who is not healthy and we cannot keep a child healthy who is not educated, the first C.A.R.E. Center was established in 1990. Representing a collaborative effort between the City of Phoenix Human Services Department, Arizona State University School of Social Work and the Phoenix Union High School District, along with numerous private and public social service providers, the primary role of the centers is to link students and their families with social services. Utilizing a holistic approach, intervention services are provided to students whose problems are negatively affecting their ability to learn or putting them at risk for dropping out of school.

With the school as the focal point for service delivery, the presentation illustrates how C.A.R.E. Centers have served the school community through directly providing short term counseling, support groups and crisis intervention services as well as brokering social services. Training and technical assistance is provided to school personnel and parent groups on such topics as parenting skills, assessment of needs and community resources. Serving as an advisory council, the C.A.R.E. Coalition is a multidisciplinary team of educators, administrators, and public and private professionals, which provides input into the development of programs and activities. Through partnerships, the C.A R.E. Center is able to facilitate the co-location of staff from various agencies to address students and their families needs. The presentation serves as a call to action to develop collaborative efforts between schools and their communities.

My presentation includes videos produced by our school based program. One video provides an interesting overview of the CARE center project, the rationale for its development and steps to its implementation within Phoenix. Another entitled "A Day In My Life" and narrated by students at South Mountain High School takes the viewer through the personal obstacles faced by inner city youth. A third video "Enriching Generations" is a documentary of an inter generational project involving senior citizens and youth from South Mountain High School.

All 3 videos serve as "how to" guides for implementing similar projects in the viewers' school communities and illustrate the benefits of school based collaboration. I will speak to the magnitude of social problems youth face today, how these problems serve as barriers to students achieving their full academic potential and the effective partnerships which can be formed to address the needs of inner city youth and families utilizing the school as the focal point for service delivery. I will also discuss other innovative partnerships and collaborative efforts being implemented to address the aforementioned barriers.

This presentation underscores the fact that no single institution, including the Public School System, is prepared to address all the needs of youth today. The presentation offers a solution through collaboration, joining forces and resources.

**Best Thinking on Interventions with School Kids: A Comprehensive Team Approach**

Cary Mead, LCSW
*1037 South Washington Street, Denver, Colorado 80209 (303) 698-0548.*

The presenter will present work on a book of interventions for children developed by a school team in Denver, Colorado. The idea for this book came when it was discovered that many children need support and intervention to help them succeed academically or to deal with family or life situations that interfere with their learning. Some children make their needs known and obvious, while other children are not able to tell or show that they need some assistance. We also found over the years that we were being asked to create multiple interventions and that certain interventions worked better with specific needs or types of children. Similarly, as teacher styles differ, so too does the intervention that would work best for him or her in the classroom.

The book we wish to present is our attempt to collect our BEST THINKING about which interventions work with which types of children and to look at who would be intervening. Most schools and private settings that work with children have professionally trained people to provide mental health support such as Social Workers, Psychologists, or Specialists through the special education department. We have identified interventions for this level of support professional as well as for classroom teachers.

Our view is that a multidisciplinary team approach is the best in meeting the complex needs of children today, and for this reason a multidisciplinary team wrote this book. Our hope is that people who work with children will use this book as a resource guide to many useful interventions, and/or to direct their thinking for tailoring a particular intervention to best meet a situation or child's needs. We want to have an open discussion about our typologies, and our interventions to see if they are useful to others in other school systems and in other areas of the country.

**Crisis Assistance Teams: Handling Trauma in the Schools**

Steven J. Button, MSW, CSW
*Lewiston School District, 3317 12th Street, Lewiston, Idaho 83501 208-746-2337*

Our nation's schools are experiencing more traumatic situations than ever before. Students, staff and faculty are being exposed to violence and trauma both at school and in their personal lives. Without successful intervention, students and adults face long term negative effects, including post traumatic stress disorder. Children and adults face other losses in their lives on a regular basis. School districts must recognize the negative impact grief and loss have on children and employees. If people suffer from unresolved loss in their lives, they are less able to come to school to learn and work.

This presentation will focus on the need for having trained, district based teams of school personnel ready to respond to any crisis situation which may impact students, faculty, staff and families. Crises may include, but are not limited to death of a student or faculty member, natural disasters, violence in the schools, intruders in the building and bomb threats. Crisis assistance in the schools is an immediate, short term intervention which attempts to help those affected by the crisis event, allow schools to normalize the school routine and maximize the safety of the school community.

The presenter will outline what a successful response might include and give a brief overview of the step-by-step procedure that a team would implement in a given crisis situation. A sample district policy and procedure manual will be available to those attending, as well as other handouts which address this issue.

**Latchkey Children: How Do We Support Them?**

Ann Weaver Nichols, DSW
*Arizona State University School of Social Work, 2424 E. Broadway, Suite #100, Tucson, Arizona 85719 520-884-5507 x 12*

Many elementary and middle-school children are regularly at home after school for several hours each day without adult supervision. Estimates indicate that from six to ten million children are in such latchkey or self-care arrangements (Galambos and Garbarino, 1983). Several studies in urban settings have revealed that next to child care provided by parents, staying home alone or with a sibling is the most prevalent arrangement for children ages 5 to 14 (Strother, 1984).

This phenomenon can only be expected to continue as more mothers of school-age children enter the labor force and there is a rising incidence of single-parent families. How do we respond, as communities, as schools, and as professionals?

The ideal community would provide a full array of options and would assure that they were affordable and accessible. Extended day programs in the schools, agency and corporate-based child care and recreational programs, neighborhood family home programs, and check-in supervision for older children offer security and socialization when parents are not available. In the real world, communities may have some but not all of these options, and financial or transportation barriers limit access for some families.

And so we observe that many children are home alone. Long and Long (1981, 1983) compared a group of latchkey children to their parent-watched peers. The latchkey children reported loneliness, fearfulness, and boredom as predominant reactions to their situation.

This paper will discuss two additional ways to address the needs of latchkey children: a telephone warmline, and workshops to educate children and families in effective, safe self-care.

Some communities have developed telephone support for latchkey children. The Tucson Association for Child Care (TACC) runs KIDLINE. Staffed by trained volunteers under the supervision of professionals, KIDLINE phones are open from 3 p.m. to 10 p.m. weekdays during the school year and 10 a.m. to 8 p.m. during the summer. The paper will describe the program, especially the volunteer training, and will indicate the kinds of calls which KIDLINE receives.

Especially for older kids, where staying home alone may be viewed as an opportunity to learn independence and responsibility, communities may provide support by conducting workshops for children and parents. These workshops (also manuals and other printed materials) address issues of safety and security and may suggest activities. Some of these will be available to examine.

**"My Script"**

Minnie Whitehead, LISW,
*Albuquerque Public Schools, District Service Center, 2611 Eubank, N.E., Albuquerque, New Mexico 87112 505-298-6752 Fax 505-298-6759*

"My Script" was developed in 1994 and first used with 6-12 year olds at Youth Development Incorporation, a gang prevention/intervention program in Albuquerque, New Mexico. "My Script" was also used with high school special education students experiencing emotional and behavioral issues at Albuquerque Public Schools Sierra Alternative High School during the 1994-1995 school year. The protocol has been included in the academic curriculum at Sierra Alternative High School for the 1995-1996 school year.

What we have found thus far is that individual's self-esteem, social skills and ability to remain on task have been enhanced as a result of participating in "My Script". We are currently researching the extent of this improvement.

"My Script", a program designed for children, is a creative exercise that assists individuals in identifying personal/self demographics that can eventually be used as tools in improving self-esteem and self-image. The program assists the individual in compiling significant personal and family history in a creative atmosphere. It assists in developing individuals' inventory of who they are and who they feel they will become.

The model can provide insight into individuals' perception of themselves and others. At the same time it provides them with the opportunity to creatively and dramatically act out and expand their creative aspirations of who they are and who they wish to become in a supportive, nurturing, caring environment.

"My Script" is a practical therapeutic and educational creative activity that is confidential, non-threatening and safe for all participants. No member of the group will be forced to disclose personal or family history. All members of the group will be encouraged to be supportive to others who are willing to present and demonstrate who they are and who they wish to become. The "My Script" protocol also assists students in identifying characters, creating dialogue, developing a script and performing. The model uniquely and flexibly allows for any modifications needed.

**Youth on their Own**

Craig Wunderlich, MSW, CISW
*Cholla High School, 2001 West 22nd Street, Tucson, Arizona 85713 520-617-7700*

Every year, more high school students become homeless or lose the support of their parent figures. This display will include materials describing the causes, extent and problematic consequences of youth living on their own. In addition, we will have brochures, program descriptions and other written materials describing innovative governmental and grassroots community responses to this phenomenon. The presenter will be available to discuss his personal experiences as a High School Social Worker in Tucson, Arizona working with homeless youth.

Craig Wunderlich, CISW, has been a school social worker for the Tucson Unified School District for 9 years. For the past 5 years he has been based at Cholla High School where he has coordinated social services for youth on their own. He received his MSW from the University of Iowa in 1980 and also has experience as a Substance Abuse Counselor, Public School Teacher, Prison Educator, Youth Outreach Coordinator and Special Education Social Worker.

**Grieving Groups with Elementary School Children**

Karen Ditmar-Bogucki, SSWS
*Evergreen School District, 2627 NE 19th, Portland, Oregon 97212*

This poster will present materials used in Grieving Groups for elementary school children. Materials will include books, videotapes and materials for preparing children's memory books. Copies of some memory books prepared by group members will be presented. The purpose of the groups is to help children who have lost a parent, sibling, close friend or relative through the dimensions (or stages) of grief with the use of bibliotherapy, drawings, writing and sharing.

Karen has been in school social work since 1966 in Grand Rapids, Michigan; Webster, New York; Portland, Oregon and Vancouver, Washington. She has worked in both special and regular education, and has served as the technical assistant to thirty-five school social workers in Special Education in Portland Public Schools. Karen is on the Board of the Oregon Council of Social Workers in Schools and the Executive Committee of the Oregon Chapter of NASW.

**The Washougal Learning Center for Day Treatment**

Corrine Anderson-Ketchmark, MSW
*13303 N.E. 36 Street, Vancouver, Washington 98682 360-835-5499*

The day treatment program's philosophy consists of a balance between education and mental health services for children and their families. The day treatment provides for the delivery of an array of mental health services organized around and provided within the therapeutic classroom environment. This array includes, but is not limited to, individual, family and group therapy, case management, psychiatric consultation and 24 hour crisis response. Services are provided year round. The main thrust of day treatment is the development of pro-social behavior through the use of selective feedback and rewards. Therapeutic interventions help the student to decode or understand his/her behavior, enabling him/her to gain control over actions. Since the academic and behavioral expectations of the classroom environment invariably elicit the psychological issues of the student, these issues can be addressed immediately, while they are most amenable to therapeutic intervention.

Through the use of morning check-in, group therapy and classroom groups, family and outside issues, as well as classroom stresses, can be linked to classroom behaviors. The identification of external and internal stresses facilitates the child's understanding that his or her behavior is frequently driven by underlying emotional issues that can be addressed therapeutically.

Because these children are in the classroom approximately 25 hours a week, the frequency of observation and intervention is dramatically expanded beyond case management and outpatient models of mental health intervention.

A level and point system are used as the behavior management system, which is the back-bone of the development of pro-social skills. The level system is a highly structured process consisting of five levels through which a student progresses before he/she can graduate from the program to re-enter the regular education system. The Washougal Learning Center runs parallel to the general school schedule, with the exception of a longer school year of 190 days. During the school breaks for holidays and summer, mental health services continue.

The poster will include pictorial and narrative description of the Washougal community, location, population, economic status, and the school district's recent needs assessment. A description of the student population receiving day treatment and examples of student profiles will illustrate the intense needs of these students. The behavior management system will be discussed as will the physical control of the students. A typical day will be presented with specific pictures and a written narrative. The "Premack Principal" in scheduling the day will be highlighted.

The cost effectiveness of the program in relation to the school district's budget and the options for alternative care for high need students are discussed. Additional photographs and examples of the level system along with the academic curriculum will be made available. A description of the unique summer program will also be included. Program successes and failures will be presented as the Washougal Learning Center is a work in progress.

**The Adoption Option for Pregnant Teens**

Rita Meiser, J.D.
*Jennings, Strouss and Salmon, P.L.C., Two North Central Avenue, Suite 1600, Phoenix, Arizona 85004-2393 602-262-5911 Fax 602-253-3255*

Unplanned teen pregnancies are a continuing problem in today's society. The school social worker is often approached for guidance in evaluating options when this situation occurs. It can be a time of extreme stress for the students, their families and the school.

Adoption is a positive alternative to be considered in this situation. Programs are available in most areas to facilitate medical coverage for pregnant teenagers who otherwise would not have medical coverage. Medical care and counseling regarding the appropriate decision as to the future of the child is critical. With early intervention, a positive plan for the child can be made which helps preserve the student's ability to proceed educationally and emotionally through the pregnancy. It is important for school social workers to have background knowledge concerning various approaches to adoption, since it is an important alternative to be considered at this time. Rita Meiser will be available to discuss private/independent adoptions, agency adoption, what expenses are legal, and avenues of emotional and financial support to the birth mother in handling an unplanned pregnancy.

Ms. Meiser's adoption practice includes a full range of representation concerning the legal issues associated with adoptions. She has represented birth parents, prospective adoptive families and adoption agencies. Her practice includes an emphasis on interstate adoption. She is the immediate Past President of the American Academy of Adoption Attorneys, a national association of attorneys who practice in the field of adoption law, and who are committed to the dissemination of information on ethical adoption practices. She is also an adoptive parent.

**PeaceBuilders: A School Based Violence Prevention Program**

Diana Iglesias, MSW, ACSW, CISW, SSWS
*Valencia Middle School, 4400 West Irvington, Tucson, Arizona 95746 520-578-4670*

Craycroft Elementary School in Tucson, Arizona is embarking on their second year of the PeaceBuilders Program. PeaceBuilders is a research-based preventive program which provides alternatives to violence. The program was developed by a local psychologist for use in elementary and middle schools. Now funded by a large federal grant, PeaceBuilders is being implemented in many schools in Arizona as well as several other states. The premise of the program is that by using the techniques and materials offered by PeaceBuilders, schools will see a dramatic improvement in students' social skills, an increase in academic achievement and the near elimination of suspensions for fighting. In addition, there will be an increase in students' perceptions that school is a positive place to be. This comprehensive program includes staff training sessions, printed materials such as story/workbooks, reproducible lesson plans and comic strips, slogans, posters, praise notes, peace cards and other materials. Children are involved in numerous Peacebuilding activities throughout their school day as all staff participate and encourage Peacebuilding. Parents play an important role in continuing the positive aspects of Peacebuilding at home.

PeaceBuilders can help a school increase children's resiliency through a range of supportive activities. It provides extensive positive role models, reduces negative cues or threatening stimuli, provides models of coping actions, gives high rates of positive feedback, provides frequent opportunities to discuss and correct knowledge and actions and sets guidelines for acceptable standards of behavior.

**Project Breakthrough: A Workable Alternative to Special Education**

Marion Huxtable, ACSW, SSWS
*Tucson Unified School District. Rosemont Service Center. 750 North Rosemont Boulevard. Tucson. Arizona 85711 520-318-2900 Fax 520-318-2910*

Since 1975, students with disabilities have been entitled to a free, appropriate education. The Education for All Handicapped Children Act (P.L. 94-142) has ensured that children are placed in the Least Restrictive Environment, receive necessary Related Services, and are protected by Due Process. The Individuals with Disabilities Education Act (IDEA) of 1990 continued these mandates. For those who qualify, there is intensive individualized help and protection of educational rights. Yet from the early days of the Special Education mandate, a number of leaders and researchers have pointed out the disadvantages of the categorical model of Special Education. Segregation, excessive bureaucracy, disruption of regular education and stigma are some of the potential problems for children receiving Special Education. An additional problem is that there are children who need help, are tested repeatedly, but receive no help because they do not fit one of the mandated categories.

Project Breakthrough is an experimental attempt by Tucson Unified School District to provide an appropriate education for all children without the disadvantages of Special Education. The goal is to serve children effectively with a minimum of red tape. The program provides services without categorizing children. Regular and Special Education staff and all available support staff provide help collaboratively. Special Education children continue to receive services, although the service is more likely to be delivered in the regular classroom rather than through a pull-out program. Children newly identified as needing help are assessed for Present Performance Level and provided with assistance as needed.

Tucson Unified School District has 61,000 students at 107 sites. 5,400 (9%) are in Special Education. The district processes 5,000 referrals for Special Education a year. It takes about 20 hours of professional time to do an evaluation, costing about $500 each or about two and a half million dollars a year. The Breakthrough Program allows the professionals to spend their time with children, rather than on processing referrals.

Breakthrough avoids the potential stigma involved in students being segregated from regular classes. By providing support in the regular classroom, it increases the likelihood that the child will be able to function in the mainstream. The program is available to all based on need, not just to those who qualify for Special Education by Federal and State standards. Children can enter and exit the program based on their immediate needs and the classroom teacher's ability to accommodate them. Staff time is spent with children and in planning the adaptations necessary, rather than on the multitudinous paperwork associated with the Federal bureaucracy. Available resources are pooled to increase services in a systems approach.

In order to justify using this model, various disadvantages must be addressed. Handicapped students may receive less individualized help and advocacy in this model. Instead, the assistance and advocacy are addressed to the system in an effort to make the system responsive to all students. Another disadvantage is that Special Education funding is available only for children in certain categories, resulting in a loss of funding in the Breakthrough Model unless and until a waiver is obtained for the alternate method of delivering service.

In the Breakthrough model school social workers, freed from the time constraints of numerous developmental histories, staffings and paperwork, are able to provide the full range of social work services. For school social workers employed primarily in Special Education the trend towards the Regular Education Initiative, exemplified here by Project Breakthrough, implies a drastic change in function for the school social worker. School social workers have the opportunity to be in the forefront of the trend by spearheading workable alternatives to Special Education and demonstrating success.

**Why is CHILD FIND Necessary?**

D. Kathie Rentfrow, MSW, SSWS.
*Tucson Unified School District, Rosemont Service Center, 750 North Rosemont Boulevard, Tucson, Arizona 85711 520-318-2900 Fax 520-318-2910*

CHILD FIND is a federally funded program developed in response to the Arizona Department of Education, Division of Special Education SEARCH to SERVE Program (Special Education for "At Risk" Children with Handicaps). The objective is to identify preschool children with handicapping conditions that can interfere with their learning in school.

Public Law 99-457 is an amendment to the Education of the Handicapped Act enacting new federal preschool programs. All the rights and protections offered in Public Law 94-142 were extended to 3 to 5 year olds in the 1990-1991 school year. This law was designed to assure that children receive a free and appropriate public education. The goal is to reach all handicapped children. Agencies and medical professionals have helped in this effort by disseminating information about Child Find.

The Tucson Unified School District's Special Education Department implemented the Child Find screening program in the Spring of 1988. Other districts throughout the United States were researched to determine the best procedures and assessment tools. The State mandated screening of vision, hearing, cognitive development, social-emotional development, speech and language skills and fine and gross motor skill development. If a child fails one part of this screening, he or she is brought back for a comprehensive evaluation. Since 1988, the increasing number of children identified with learning problems has resulted in expansion of the school district's preschool programs. Currently we have programs at 13 schools, where children can receive the full range of Special Education and Related Services.

Research has shown that preschool programs are cost effective and reduce school failure. Early intervention has been shown to reduce drop-out rates, increase levels of college attendance and increase employment rates, as well as reduce welfare and crime rates after high school. (Brown, 1978, Karnes, Hodgins and Teska, 1969, Lazar, Darlington, Murray, Royce and Snipper, 1982, Weikart, Bond and McNeir, 1978). Early intervention can play an important role in the future accomplishments of children and in preparing them for the 21st century.

The field of Early Childhood Education is in the beginning stages of development, providing social workers with an opportunity to make a significant contribution to both this field of education and to the lives of the families and children served. As the demographics of American public schools change, school social workers can be in the forefront of developing programs to meet the changing needs. Increasing numbers of children from single parent, low income or English as a Second Language families provide an opportunity and a challenge for school social workers to help put these children on the road to success. (Children's Defense Fund and The Junior League of Ohio, 1987, National Governors' Association, 1986). Social work intervention at the early stages of a special needs child's life can result in the child getting a better start in the home, the school and the community. Social workers can help to provide a range of strategies to make modifications in behavior, change expectations of the adults in the child's life and facilitate solutions.

Early intervention through Child Find provides an ideal opportunity for the school social worker to make a long-lasting impact on a child's education and a unique opportunity for the school social worker to reach the family. To date however, this chance to reach young families has not been grasped by the school district. School social workers are spread too thin and the school district has not determined that Child Find is the logical place to focus social work services on children and families. Current social work involvement is limited to a superficial evaluation and follow-up due to the inadequate level of social work staffing. We must advocate for generous services now so that we will not squander children's achievement.

**Needs of Children with Incarcerated Parents**

Ann Weaver Nichols, DSW
*Associate Professor, ASU School of Social Work, 2424 East Broadway, Suite #100, Tucson, Arizona 85719 520-884-5507 x 12*

When a parent is incarcerated, whether in jail awaiting trial, or in a correctional facility after sentencing, the entire family experiences loss, social stigma and disruption.

Very few programs exist which are specifically designed to meet the needs of families when a member is in prison. And those programs which do provide assistance (such as AFDC) often relate to the adults only, not the children.

This poster will identify the needs of children who have incarcerated parents for financial security, parenting, visitation with the incarcerated parent, understanding of the criminal justice system, counseling to address the fear and loss, and other forms of support. It will highlight some of the special needs of children with a mother in prison.

Information about some model programs will be presented.

Issues for advocacy will be identified, and information about techniques for advocacy will be specified.

There will also be a description of a teaching module on prison for presentation with children ages 8-12. The purpose of this curriculum is to help children understand the prison experience, to reduce the stigma attached to families with incarcerated members and promote understanding and empathy.

**ERIC/CASS (Educational Resources Information Center/Counseling and Student Services)**

Frederick Streeck, ACSW
*17311 51st Street East, Sumner, Washington 98390 206-841-8700*

ERIC Clearinghouses are sponsored by the United States Department of Education. They represent a national information system that provides ready access to an extensive body of education-related literature. Through its 16 subject-specific clearinghouses and four support components, ERIC provides a variety of services and products including acquiring and indexing documents and journal articles, producing publications, responding to requests and distributing microfilmed materials to libraries nation-wide. In addition, ERIC maintains a database of over 800,000 citations to documents and journal articles.

This poster session will provide an opportunity to learn more about the ERIC system and how its resources and information can be of use to school social workers. Participants will learn:

- how to access the ERIC system
- what ERIC/CASS can do for you
- what kind of documents are contained in ERIC
- how to submit your own publications and materials to the collection

**Families Helping Families**

Edith Balceris, CISW, ACSW
*Tucson Unified School District, Rosemont Service Center, 750 North Rosemont Boulevard, Tucson, Arizona 86711 520-318-2900*

In the Fall of 1989, the second grade teacher at Fruchthendler Elementary School was looking for a project not only for her class, but also for her teenage daughter. Recognizing that Fruchthendler Elementary School's student population came from advantageous homes, she enlisted the help of the school social worker assigned to the school to find families which might have little or no resources for the Christmas holidays. That year was the beginning of this project which has grown yearly and has benefitted almost one hundred needy families in Tucson.

Originally, several classrooms combined to provide food, clothing and gifts to six families. Just before the winter break, volunteer parents delivered the gifts to the selected families.

Over the past five years, this project expanded to include every classroom at Fruchthendler, some individual families and the school's support staff who have sponsored one or even two needy families.

Needy families are selected which do not receive help from other agencies and which have not been selected by Fruchthendler in the past. School social workers in Tucson Unified School District are requested to provide information about families in need. The families complete brief forms providing the school social worker with information about the size of the family, children's ages, sizes, grade levels and schools, as well as their needs and wants. For the past three years, the adults in the households have also been included. The information is transferred to separate sheets which identify the families only by first names in order to maintain their privacy. Depending on the size of the family, each classroom is assigned at least one family, maybe two, preferably with children the same age as those in the class. Subsequently, each child in the classroom can select specific gifts, giftwrap them and even address the gifts to the specific child.

During the last days of school before the winter break volunteers deliver the gifts.

Originally, the organization of this project rested with the teacher and her classroom aide, as well as with the social worker. Since those early days, the Parent Teacher Association has assigned a committee and a chairperson who provides the clerical support, organization of gift-giving, family assignment and delivery schedule.

In 1994, 35 families received gifts from 17 classrooms, 10 families, one Brownie Troop and the Fruchthendler support staff.

**Awareness Rebuilds Trust: Art as Communication**

Donna Locke, M.Ed, and Barbara Bruno
*Paradise Valley Unified School District #69, 3540 East Cholla, Phoenix, Arizona 85208*
*602-493-6220 or 6135*

Art has been used as a means of communication for thousands of years. The art program at Roadrunner Elementary School has been designed to enhance the students' ability to develop feelings of self-worth and communicate their feelings. It also provides the students an opportunity to learn art techniques and allow themselves to be creative.

The population consists of kindergarten through fifth grade students in the educational category of emotionally disabled profound. The Roadrunner program is a self-contained school in the Paradise Valley Unified School District #69. The students have a varied level of academic performance. Coupled with the academic difficulties, these students have a wide range of psychiatric diagnoses. Over three fourths of the student population is administered psychotropic medications. Each student is referred to the Roadrunner program by the school psychologist from the child's home elementary school within the district.

The purpose of the art program is to introduce the student population to art as a process and to help the students develop trust in themselves and with others.

Each of the four classrooms receives a forty-five minute art period each week. The students are taught by a certified E.D. special education instructor and a paraprofessional with extraordinary art talent. During the forty-five minute time frame the students complete the art project for the day. We feel it is therapeutic for our students to be able to put closure on a project/experience within the designated time.

Students are introduced to a variety of mediums and applications throughout the year. The program begins with experimentation with primary colors. Then form, shape and design are introduced. The students apply these techniques to create the designated art project for the week.

Over the course of the year the students develop an awareness of art as a process. Through this process the program assists them in developing self expression, trust in themselves and others and self-esteem. In conjunction with the art process, students are reinforced verbally for their efforts and one begins to observe the positive affect the students display during the art session. We feel it is important to reinforce the concept "there is no mistake in art". If a child is not pleased with his or her formed expression, there is usually a way to fix the problem. This in turn reinforces problem-solving skills and strategies. The students begin to accept their mistakes and trust that there is a way to correct the situation.

Each week there is an "Artist of the Week" chosen and the art work is displayed in a special area among the other projects the children have created that week. The special recognition is a positive statement that the art work is important like the child who created it. It is not based on any artistic talent or capability.

Through the students' work during the school year they have developed a sense of trust not only with themselves but also with others. Their creative expression became more detailed and meaningful. Therapeutically, the students learned to express themselves through the medium of art.

**Family Resource and Wellness Centers**

Elizabeth Day, MSW, ACSW
*Utterback Family Resource and Wellness Center, 3233 South Pinal Vista, Tucson, Arizona 85713 520-617-6105*

The poster will give a brief visual and written history, current status and future direction of the Family Resource and Wellness Centers (FRWC) in Tucson, Arizona. The FRWC concept of community collaboration originated in the Fall of 1992 when members of four school boards and other business and community members initiated a meeting with the Mayor of the City of Tucson to discuss what could be done to better address the needs of students and families in the Tucson community. Following a national trend of collaboration in social services, a series of centers across Tucson was proposed to provide "one stop" shopping to help meet the needs of both children and adults. The first center, housed near C.E. Rose Elementary School, was initiated later in 1992. There are now some 14 centers in various stages of development. The long term goal is to have 20 plus centers across Tucson so that families can easily obtain needed services in close proximity to their homes. The school districts currently involved in the FRWCs are Tucson Unified School District, Sunnyside School District, Amphitheater School District and Flowing Wells School District.

The primary mission of the Family Resource and Wellness Centers is to improve educational achievement by facilitating the delivery of community educational, health, social, recreational and mental health services to children, youth and families in the Tucson metropolitan area, thereby removing barriers to success. Each center is uniquely designed to meet the needs of the particular portion of the community that it serves. This is done by collaborating with a variety of agencies with programs already working in Tucson. School personnel along with other agency professionals are vital to the support of children and adults in our community. School social workers play a key role in referring children and/or families to the centers. The centers also refer families to individual school social workers to provide advocacy for special education and other issues, and for other types of collaboration. Two centers are currently being coordinated by school social workers.

The poster will delineate the various services now being provided at each center, as well as the numbers of students and adults that have been served by the FRWCs. The addresses and phone numbers of the each center will be included. The FRWCs are being funded from a variety of pooled resources such as local, state and federal grants, agency funds and various donations. The health care components of the FRWCs (i.e. providing no cost medical services by nurse practitioners) are being funded by a consortium of medical providers in Tucson. More detailed information about these items will be available to those interested.

Information regarding contacts in other cities and states that have developed similar resource centers will be available to those interested in pursuing information about the national trend of collaboration in social services. The hope in all these services is that they can provide a powerful, efficient way to break down barriers for families, to foster self-sufficiency and help people realize their goals.

**The "Beauty Way...A Way Of Life" Curriculum used by Chuska School**

Wilfred Yazzie, MSW
*Chuska School, P.O. Box 321, Tohatchi, New Mexico 87325 505-733-2280, 2296 Fax 505-733-2222*

The "Beauty Way" curriculum was developed by the Navajo Nation Education Center to address alcoholism on the Navajo reservation. The major goal of the curriculum is to produce a healthy Navajo youth who can resist the temptations of alcohol and drugs. The primary objective is to foster an understanding of and encourage the positive way of life to the Navajo youth as it applies to the use and abuse of alcohol and drugs. To illustrate these points of the Navajo Way of Life, videotapes with Navajo actors and dialogue have been used along with reading material on Navajo legends and rituals. In using these materials at Chuska School, we have been able to help students develop a sense of self-identity and enhance self-esteem. In conjunction with this curriculum, the school has a Navajo Study Program which teaches the students the Navajo language and culture.

**Ghostbusting: "Slime to Smile" Reprogramming Process**

Elovonne Benally
*Farmington Municipal Schools, P.O. Box 5850, Farmington, New Mexico 87499 505-599-8615, 505-599-8806 (Fax)*

The Ghost Buster/Slimebusters Program is a group therapy program of education and transformation designed to generate well being among children who have been abused. The program utilizes traditional healing of the Navajo culture and contemporary psychology. Children are shown how to transform their identification with victimization to identification with the Hozho walking in balance and harmony, the Beauty Way and Neurolinguistic Programming (NLP) techniques.

In this program, the term "Slime" is used to refer to the negative feelings generated by physical, emotional, sexual and alcohol abuse as well as to the abuse itself. Sessions are constructed to be heroes' journeys that teach children to become Masterful Slime Busters. The acronym SLIME is transformed into SMILE to structure intervention.

The intent is to disrupt the cycle of abuse by teaching children the skills needed to manage their negative internal states (SLIME) and avoid the unconscious repetition of responding as a victim, oppressor or rescuer. They are empwered to create and choose a healthy future through identification with the Hozho.

## WESTERN ALLIANCE OF SCHOOL SOCIAL WORK ORGANIZATIONS

## CONSTITUTION AND BYLAWS
## OF
## WESTERN ALLIANCE OF SCHOOL SOCIAL WORK ORGANIZATIONS

### ARTICLE 1

**NAME**

The name of this organization shall be the Western Alliance of School Social Work Organizations

### ARTICLE 2

**JURISDICTION**

The territory over which this organization shall have jurisdiction will include the states of: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Montana, Oregon, Utah, Washington, and Wyoming.

### ARTICLE 3

**PURPOSE**

The purpose of this organization is to strengthen the links between state, regional, and national organizations, representing school social workers. It will enhance the practice and profession of school social work through increased sharing and support among neighboring states.

The Alliance will maintain close links with the Midwest School Social Work Council, the Southern School Social Work Council and NASW in order to unify and strengthen school social work nationally. It will also encourage individual state associations [where they exist] to maintain liaisons with NASW state chapters in order to promote the cohesiveness of the profession.

### ARTICLE 4

**MEMBERSHIP**

Any state as listed above in article 2, shall be eligible for full membership upon-approval of their individual state board of directors, and the payment of dues as outlined in this constitution. Each state that qualifies as a full member shall have one vote on any Alliance question and each state is responsible for choosing its delegate to represent them at Alliance meetings. In the event that a state cannot send a delegate to a Western Alliance meeting, the member state shall be permitted to vote by proxy. The proxy shall be identified to the President of the Alliance by the voting state's representative prior to the call to order of the meeting.

States without a state organization and/or without the financial means to pay dues to the Alliance, may participate as an Associate member in a non-voting status and are encouraged to send a delegate to Alliance meetings. State organizations, associations, councils, alliances, committees, and practice groups for school social work are eligible for membership in this Alliance.

## ARTICLE 5

### OFFICERS

This Alliance shall have three elected officers and will be chosen from representatives of full membership states, each will serve a two year term. The officers will include:

President: Calls meetings, plans agendas, coordinates activities, and has the responsibility to form committees as needed and handles correspondence.

Treasurer: Handles finances of Alliance and keeps permanent records for review

Secretary: Takes minutes at meetings and provides copies to Full and Associate members. Keeps copies of correspondence.

## ARTICLE 6

### MEETINGS

This Alliance shall have one annual meeting with the meeting agenda being distributed at least one month in advance of the meeting. A simple majority of those who are full members shall constitute a quorum. Additional meetings or conferences may be planned.

## ARTICLE 7

### DUES AND FINANCES

There will be regular dues for this Alliance which shall be collected annually in the Fall of the year and will be based upon each state paying $1.00 per state association member. States are expected to pay the expenses of their delegate to attend Alliance meetings. Other fund raising activities may take place.

The Western Alliance shall have the power to disperse funds for promoting and developing school social work. In the event that the Western Alliance is dissolved, all available funds shall be dispersed back to the states who are full members at that time, for the promotion and development of school social work to a non profit fund, foundation, or corporation which has established its tax exempt status under section 501 [C] [3] of the Internal Revenue code.

## ARTICLE 8

### CHANGES TO THIS CONSTITUTION

This document can be amended or modified by a simple majority of those full members in attendance at a regularly scheduled meeting and is subject to ratification by 2/3 of full member state associations.

12/93

# Conference Program

**Thursday November 2, 1995**

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| 11.30-1.00 | **Registration** - lunch on your own |
| 1.00-1.15 | **Opening Session and welcome** |
| | *Candy George, President, School Social Work Association of Arizona* |
| 1.15-1.55 | Keynote speaker, *Bill Lee* |
| | **"School Social Worker - an Extended Family Member?"** |
| 1.55-2.30 | **Update on School Social Work** |
| | *Frederick Streeck, President of the Western Alliance* |
| 2.30-2.45 | **Break** |
| 2.45-4.00 | **The Politics of School Social Work** |
| | *Jim Clark, Coordinator of NASW School Social Work Specialty Section* |
| 4.00-5.00 | **Conflict Management and Transformation of the School System in Slovakia** |
| | *Vladimír Labáth and Ján Gabura* |
| 6.00 | **Dinner** |
| 7.30 | **Hospitality** |

**Friday November 3, 1995**

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| 7.45-8.30 | **Breakfast** |
| 8.30-9.30 | **Session one** (choose one) |
| | **School Social Work "En Casa":** Working with a Gang Involved Family |
| | *Cristina Durán and Bernice Medina-Gutierrez* |
| | **Recycling Trust:** Child Centered Therapeutic Public School Program |
| | *Donna Locke and Patricia J. Ferguson* |
| 9.30-9.45 | **Break** |
| 9.45-10.45 | **Session two** (choose one) |
| | **Putting it all Together:** A Comprehensive Teen Pregnancy and Parenting Program |
| | *Julie Lessard* |
| | **Facilitating the Enrollment, Attendance and Success of Homeless Students:** The Next Generation |
| | *Ina Dorman* |
| 10.45-11.00 | **Break** |
| 11.00-12.00 | **Session three** (choose one) |
| | **Joining Forces:** School/Community Collaboration |
| | *Nick Caruso* |
| | **Best Thinking on Interventions with School Kids:** A Comprehensive Team Approach |
| | *Cary Mead* |
| 12.00-1.00 | **Lunch** |
| 1.00-2.00 | **Session four** (choose one) |
| | **Crisis Assistance Teams:** Handling Trauma in the Schools |
| | *Steven J. Button* |
| | **Latchkey Children:** How do we Support them? |
| | *Ann Weaver Nichols* |
| 2.00-2.15 | **Break** |
| 2.15-5.00 | **Poster Session** |

**Saturday, November 4, 1995**

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| 9.00-12.00 | **Western Alliance Annual Meeting** |

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